**‘Circles of understanding’** approach to analysing a challenging incident and drawing out learning points

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|  | Discussion points | Comments |
| **Antecedents**  | What knowledge did we have of the child(ren)’s recent history / very recent home life / start to the day, before they attended school? |  |
| What specific thing was happening just before the challenging incident? |  |
| What were children saying to each other before the challenging incident? |  |
| What were adults doing just before the incident occurred? |  |
| What were adults saying just before the incident occurred? |  |
| **Behaviour** | How do we think the child)ren’s recent history / very recent home life / start to the day, before they attended school, impacted on their behaviour? |  |
| What behaviours did we witness as a reaction to what was happening just before the challenging incident? |  |
| What behaviours did we witness as a result to what other children were saying? |  |
| What behaviour did we witness as a reaction to what adults were doing? |  |
| What behaviour did we witness as a reaction to what adults were saying? |  |
| **Consequences** | What do we think was the consequence of the way we took into account the child(ren)’s recent history / very recent home life / start to the day, before they attended school? |  |
| What was the outcome of our reaction to the challenging incident? |  |
| Did anyone get injured? Why and how did the injuries occur? |  |
| Was there any damage to property? Why and how did this occur? |  |
| What do we feel is a reasonable follow-up to this incident? |  |

**What would we do differently next time?**

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| To prevent the situation happening at all |  |
| To minimise the situation if it happens again |  |
| To prevent any injuries or damage to property. |  |